

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Gossops Green Primary School
Number of pupils in school	562
Proportion (%) of pupil premium eligible pupils	26.5%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	LGB
Pupil Premium lead	Sarah Dunne and Debbie Bullen
Governor / Trustee lead	Gordon Humphrey

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£172,160
Recovery Premium funding allocation this academic year	£18,995
Catch-Up Funding brought forward	£4,578
School-Led Tutoring Funding	£15,187 (1,125 hours)
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£195,733
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£210,920

Part A: Pupil Premium Strategy Plan

Statement of intent

We firmly believe in 'Exceptional Education for All' and we want our pupils who are experiencing socio-economic disadvantage to have access to the same exceptional education as their peers. We aim to use the Pupil Premium grant to bridge, and ultimately help to close, the gap between these children and their peers, through providing them with the tools, skills, attitudes and opportunities to access their learning effectively.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	High level of SEND within our disadvantaged cohort
2	Significant group of children with social care involvement
3	Challenging home circumstances including overcrowding / income poverty / strained family relationships
4	Poorer attendance compared to their non-disadvantaged peers
5	Lower starting points on entry to school
6	Greater needs around wellbeing and self-esteem
7	Disproportionally affected by Covid-19 lockdowns
8	Poorer parental engagement, in specific cases, than non-PP peers

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Increase PP attendance	<ul style="list-style-type: none"> - PP attendance will be at least in line with non-PP attendance
PP children will make progress in line with, or better than, their non-PP peers	<ul style="list-style-type: none"> - PP children will achieve the same or better progress as their peers
PP children will develop emotional resilience to ensure that they are engaged in learning	<ul style="list-style-type: none"> - Teachers report that PP children are ready to learn - Pupil voice will demonstrate this readiness
PP children will be provided with additional opportunities to embed learning, to offset the impact of lost learning during the pandemic lockdowns	<ul style="list-style-type: none"> - PP children will be prioritised for additional interventions - PP children will receive tuition in smaller groups with a qualified teacher
All children eligible for PP will be able to access the funding	<ul style="list-style-type: none"> - Parents will be made aware of and fully informed of their entitlement - Parents will be supported to access the funding
Parents / carers of PP children will feel engaged and able to liaise with the school in a positive, co-operative manner	<ul style="list-style-type: none"> - Parents feel able to approach the school for support on a range of issues - Children will benefit from this positive relationship - Potential barriers to learning will be offset before they develop - School will have a positive relationship with other agencies
EYFS PP children's speech and language skills will develop with expert intervention	<ul style="list-style-type: none"> - PP children in Reception will be accurately identified quickly and targeted for interventions to close gaps - PP children will be more ready for their transition to year 1 and to access the demands of the EYFS curriculum
PP children with SEND will be more able to access the curriculum	<ul style="list-style-type: none"> - SEND interventions will be personalised and appropriate for each pupil - Parents will understand (with support if required) their child's specific learning needs and how they can support them - PP children with SEND will be prioritised for speech and language and early reading interventions

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £124,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of funds for Mental Health Schools Team INSET to all staff – providing strategies to support own and other’s mental health	EEF – Social and emotional learning	6
Allocation of funds for Tackling Disadvantage Leaders’ course - to be completed by PP Leader		1-8
Funding for qualified, experienced teacher to be employed 3 mornings a week to support need in Year 5. Teacher will work with year group teachers to team teach and work independently with groups for maths and English (Partially funded by School-Led Tutoring Funding).	EEF – Individualised instruction	7
Funding for qualified, experienced teacher to be employed 3 afternoons a week to support need in Year 4. Teacher will cover each class for one afternoon a week to allow the class teacher to provide targeted interventions (Partially funded by School-Led Tutoring Funding).	EEF – Individualised instruction	7
Qualified Teacher to be employed one day a week to work in Year 3 (Recovery Premium Funding)	EEF – Individualised instruction -	7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school Interventions Funding for after-school, small-group interventions led by experienced Teaching Assistants - 4 days a week in Year 6 - 2 days a week in Year 2	EEF – Small group tuition EEF – Extending school time	7
EYFS Speech and Language - All relevant PP children to be assessed for Speech and Language early in the Autumn Term - Identified PP children to be provided with in school support from a specialist Speech and Language Teaching Assistant alongside home support packs	EEF – Oral language interventions	5
SEND support and intervention - Identified PP children with SEND to be prioritised with additional support from SEND Teams	EEF – Teaching Assistant Interventions EEF – Oral language interventions	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £86,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance - EWO to be employed for one day a week - Nurture Team leader and Attendance Lead to monitor PP attendance closely and support PP parents to get their children to school - PP children provided with free Breakfast Club provision	EEF Parental Engagement	3
Emotional Resilience - PP children to be prioritised for Champion Children / mentor initiative - PP children to be prioritised for Nurture Support - SEMH Behaviour Mentor and Nurture Team to support PP children and their families with	EEF - Mentoring EEF – Social and emotional learning EEF – Behaviour Interventions	2, 3, 6

<p>accessing external support and strategies to manage behaviour</p> <ul style="list-style-type: none"> - Counselling sessions provided by external qualified personnel 		
<p>Meeting basic needs</p> <ul style="list-style-type: none"> - PP leaders, Nurture Team and office staff to support parents to complete PP paperwork so that the family receives PP support - All PP children to be provided with a PE sweatshirt to offset the expense of uniform purchasing - On an individual basis, families to be supported to provide additional items of uniform - Uniform swap shop to be set up to provide a free alternative to new uniform - Food parcels to be targeted to the most economically vulnerable families - PP children to be offered clubs, including Breakfast Club and encouraged to attend other extra-curricular clubs - PP children to be supported financially to attend school trips, including residential 	<p>Recent Children's Society research shows that, on average, parents spend over £315 on primary school uniform each year – a considerable amount for families on a low income, particularly if they have more than one child.</p> <p>EEF Parental Engagement</p> <p>EEF Arts Participation / EEF Physical activity</p>	2, 3, 4, 7
<p>Parental Support</p> <p>PP parents who struggle to engage with school will be offered support from staff to become more involved in their child's learning. This may include:</p> <ul style="list-style-type: none"> - Providing support for them to access information sent home - Providing IT support to access booking forms so that they can attend parent evenings and other parental events - Developing relationships through informal, relaxed conversations - Providing support to access support from other services 	<p>EEF Parental Engagement</p>	2, 8

Total budgeted cost: £262,868

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome
Attendance and Punctuality	<p>Attendance figures for this year were affected significantly by COVID-19 as most children were out of school during the January 2021 lockdown and others had time off for quarantine or self-isolation. Although these were not counted as absence in the normal way, it meant that a day's absence would have been more significant percentage wise.</p> <p>Overall figures for 202-2021 – Attendance 96.9% / Lateness 0.26%</p> <ul style="list-style-type: none"> - 31 children were classed as persistent absentees at the end of the 2020/2021 academic year. Of these, 2 were covid related as they were shielding for a sibling, 1 was put on a part time timetable in the summer term and 3 were ill and under the hospital. - EWO worked with the parents of 14 PP children over the 2020-2021 academic year. Of these, 7 children ended the year with attendance of more than 90%. 2 children left the school and the other children (from 3 families) are still open cases. - During the lockdown, the EWO spoke to parents who the school identified as not engaging with home learning. IT resources and support were put in place, allowing a significant number of children to access their education remotely. - The whole school had 96.9% attendance at the end of the school year (excluding COVID related absence) - PP children had 95.6% attendance - 6 PP were persistent absentees
Teaching and Learning	<ul style="list-style-type: none"> - During Lockdown 3, 12 PP children were offered provision as key worker children and 37 PP children were offered in-school provision under the 'vulnerable child' category. This ensured that they had access to learning and hot school meals - 112 PP children were able to access good learning during lockdown 3. The remaining 29 children were offered in-school provision and/or additional support when the school returned in March.
Ready to Learn	<ul style="list-style-type: none"> - 35 PP children are on the Breakfast Club list and attended at least one session during the 2020-2021 academic year. 8 children came daily, significantly increasing their attendance and ensuring that they were punctual. - 42 children were identified as needing additional support from the school based on identified triggers. These children received support from TAs as 'Champion Children and/or from the PP leads through working with parents. Of these, 14 children were removed from the list in September as their home circumstances were significantly improved. - Almost all class TAs signed up for Champion Children initiative, completing in-house training and supporting children's mental wellbeing from the middle of the summer term.
Learning Environment	<ul style="list-style-type: none"> - 160 children were provided with uniform, meaning that they were able to wear warm, suitable clothing in school. - 99 children were provided with a free stationery pack so they had the equipment they needed to access their learning. - 77 PP children were given or loaned devices so that they could access their home learning in the January lockdown.

Other	<ul style="list-style-type: none"> - Clubs and other entitlements were limited due to Covid restrictions. - 40 PP parents were supported to make parent evening appointments. Of these, 31 attended, 1 child left the school before the consultation and 1 other speaks regularly to 1-1 TA so didn't feel it was necessary. - PP Leads rigorously chased parents for the uniform forms back so that uniform could be provided. The only parents that didn't return the form stated that they didn't need any additional uniform and children were always suitably dressed.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	

Further Information (optional)

Every half term, the PP Leaders and the Nurture Team Leader (all also DSLs) meet to look closely at our PP children and identify those we believe are in need of additional support for each half term. This is often due to circumstances at home although a wide range of criteria is examined to ensure that all children experiencing exceptionally challenging circumstances are identified. Although all PP children are offered the support outlined above, these children are prioritised even more for support. All relevant staff are aware of these children and work together to support them.